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ABSTRACT

Survey responses from 517 member institutions of the American Association of Colleges for Teacher Education are reported. The first section depicts the nature of the institutions (public land grant, public non-land grant, independent liberal arts, church-related liberal arts, private university, and predominantly black), and the patterns of education degrees offered by each type. Faculty information, presented in the second section, includes data on the number of faculty on hard-money contracts, the nature of their assignment to duties, their salaries, and degrees held. Ethnic and gender characteristics of student populations are reported in the third section. The fourth section summarizes data on the use of screening tests for admission, use of standardized tests for graduation and/or certification, and kinds of basic skills tests employed for any purpose. The fifth section provides information on number and types of degrees presented by the institutions. In the sixth section, information concerning summer programs is presented. The final section reports on the status of changes in teacher education programs. Data are reported in tabular format with narrative analysis. (JD)

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BRIEFS

July 1984 Vol. 5 No. 5

SPECIAL REPORT

More than 65 percent of responding SCDEs reported being in some phase of change on continuous assessment of teacher candidates, incorporation of recent research on teaching into programs, building partnerships, and inclusion of computer literacy.

Nineteen percent of responding institutions report implementing or planning to implement extended programs, as compared with five percent reported by the National Center for Education Statistics.

Thirty-two percent of respondents report expanding their programs in education-related fields outside K-12 public education.

Nearly 73 percent of the respondents said one or more of their programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Seventy-seven percent of responding SCDE faculty members hold the doctoral degree--84 percent of the three professorial ranks hold the doctorate.

Forty-one percent of respondents are expanding student teaching to multiple sites.

Sixty-four percent reported using some sort of test to screen candidates for admission to teacher education programs. Of these, 86 percent used some test of basic skills.

1984 Report to the Profession: Data Show Innovation, Change

This *Report to the Profession* is the third annual publication about institutional characteristics of member institutions.

Each year, schools, colleges and departments of education (SCDEs) belonging to the Association are asked to complete a survey, which has evolved over the three years to capture best data that can be used for comparative purposes by member institutions and by AACTE for public relations and promotion.

This year, 517 SCDEs (of 720 member institutions) responded to the questionnaire (last year 519 responded). Because some institutions did not respond to all questions, because some questions did not apply to all institutions, and because some responses could not be interpreted reliably, the number of valid observations used in the various analyses varies from item to item.

This year's *Report* contains seven sections:

***Characteristics of Responding Institutions;**

***Faculty Information;**

***Student Characteristics;**

***Status of Competency Testing;**

***Degrees Conferred;**

***Summer Sessions;**

***Status of Program Change.**

This report has traditionally been designed for member institutions to compare their characteristics with other institutions of their type. Information gained from the data, however, reflects much about teacher education generally. AACTE represents 720 SCDEs, which together prepare almost 90 percent of the nation's professional education personnel.

Characteristics of Responding institutions

This section depicts the nature of institutions comprising the data set, to permit SCDEs to place the information from other sections of this report into appropriate perspective.

The primary classifications remain unchanged from prior *Reports*; the categories for analysis are "institutional type" and "pattern of degrees offered."

These classifications were chosen for analysis because they are highly related to the nature of the teacher education program. The type of institution is an important designation because of the different missions associated with type. Land grant institutions, for example, were established for different purposes than were the church-related liberal arts colleges, and those purposes are manifested in the nature of the programs offered.

"Institutional type" contains five categories (each institution designated its own type). Predominantly black institutions have been added to the "institutional type" classification, because it is often useful to have predominantly black institutions reported separately in some areas.

"Pattern of degrees offered" characteristics have great impact on the nature and size of faculties and resources needed to deliver the programs leading to the degrees. There are five categories within this classification; "M.A." represents masters degrees of all types; "C.A.S." refers to all formal sixth-year

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DAVID G. IMIG BRIEFING

REPORT FINDINGS

AACTE Executive Director David C. Imig

The *1984 Report to the Profession* is similar to previous years in that it includes a wide array of information AACTE member institutions can use to compare their resources, offerings, and characteristics with others of their type.

The survey instrument has evolved over the past three years to reflect what members told us they were most interested in.

An addition this year, however, will be of most interest to those outside teacher education and will be most useful in showing the profession's increasing responsiveness to change: the section "Status of Program Changes." This information shows clearly that schools, colleges, and departments of education are taking the lead in meeting the challenges and requirements of educational reform.

More than 65 percent of the 499 schools that responded to the question reported changing four key professional elements:

***Continuous assessment of teacher candidates;**
***Incorporation of recent research on teaching;**
***Building partnerships with schools;**
***Including computer literacy training.**

Thirty-two percent of the respondents also reported that they were expanding their programs for persons in education-related fields outside K-12 public education—a significant increase in the "human services" mission orientation of teacher education.

Forty-one percent of the respondents reported expanding their student teaching programs to more sites to expose students to greater ranges of student requirements in different populations.

Nineteen percent reported having an extended program operational or in the implementation phase—a much higher percentage than the five percent reported by the National Center for Education Statistics (NCES) in August of last year.

Other highlights showed up throughout the *Report* indicating that SCDEs' commitment to quality is much higher than the profession's critics and detractors claim.

For example, nearly 73 percent of the respondents said one or more of their programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Another interesting finding is that 77 percent of all responding SCDE faculty members hold the doctoral degree. Of the three professorial ranks, almost 84 percent hold the doctorate, and the larger percentage of those in the higher ranks have Ph.D.s rather than Ed.D.s.

Responding to the need for more rigorous admission requirements (or at least quantified requirements to aid in public accountability), some 64 percent of the SCDEs reported using some sort of test to screen candidates for admission to teacher education program. Of these, 86 percent used some test of basic skills.

This year 517 of AACTE's member institutions responded to the questionnaire. That figure compares with 519 of last year. While this response rate would prove satisfactory for many kinds of research, it continues to pose problems when national totals are needed by the profession.

Still, trends surfacing in the data are indicative of nationwide professional trends, since AACTE members graduate some 90 percent of all new teachers in the U.S. each year. AACTE members are, it must be noted, usually ahead of non-member institutions in making innovations and changes, but the direction of those changes is no doubt similar to the direction the profession as a whole is taking.

Our main regret in presenting this *Report* is that the data on ACT and SAT scores of teacher education students was not ready in time to be included. We sent a survey on this information, received poor response, and have had to send a follow-up survey. We urge institutions to send us this data quickly, and the results will be published in future issues of *Briefs*.

A note on using the *Report*: Information on quartiles was presented so SCDEs can see how they compare within their categories. If an institution is in the lower quartile in one characteristic but in the upper quartile in another, it can use this information to make resources and offerings more consistent across-the-board. This information can also be used to make a case for bringing lagging measures up to the levels of the higher ones.

I want to express deep appreciation to James E. Heald of Northern Illinois University, who designed the survey and conducted the research; to Elizabeth Ashburn, AACTE director of Information Services, who was instrumental in supervising data entry and quality control; and to the 517 institutions who responded to the survey. I would also like to thank Northern Illinois University College of Education and the Center for Governmental Studies for their contribution to Jim's work. All of their talents and efforts have been vital in producing this document.

The *Report* has always been designed to allow member institutions and others to form their own conclusions about teacher education and their relative position in it. My own sense upon reviewing some of the highlights is that the profession is indeed alive, well, and beginning to thrive amid difficult circumstances.

It is heartening to see the spirit of excellence and achievement despite public criticism, lack of resources, and lack of support among our university colleagues. I anticipate seeing more examples of this "grace under pressure" as we receive more presentation papers for the Annual Meeting on the theme, "Innovation and Change in Professional Education."

After 20 years of carefully building a research base for higher quality in teacher education, the profession, and particularly AACTE members, can be quite proud of how well teacher education is responding to the educational reform movement.

1984 REPORT TO PROFESSION

(Continued from Page 1.)

programs; and "Ph.D." also includes the Ed.D.

The composition of the group of institutions responding remains essentially unchanged from the first year (Table 1). The largest category of respondents continues to be the public non-land-grant institutions (38 percent); the predominantly black colleges comprise the smallest group. In many of the tables in which data are reported by institutional type, the total number of institutions has not been reported because the predominantly black institutions are also members of a second category of institutions (those predominantly black institutions that are also land grand universities, for example). Table 2 reports the number of predominantly black institutions that are included in the other five categories.

Table 3 was prepared to cross-tabulate the two analysis classifications. The land grant institutions had the highest percentage (44 percent) offering the doctoral degree. The independent liberal arts and the church-related liberal arts colleges had the highest percentage offering the bachelor's degree only—67 percent and 56 percent, respectively.

The size of institution is also of some importance in considering the nature of the SCDEs. Table 4 displays data concerning the size of institutions in the respondent SCDE group. It is not surprising that land-grant institutions are the largest and that liberal arts colleges are the smallest. The public non-land-grant institutions and the private universities are roughly the same size, as are the two types of liberal arts institutions.

In Table 5, the SCDE headcount is reported by quartile points for both un-

Table 7 indicates clearly that the public universities have the greatest faculty resources. The median number of full-time land-grant faculty members is almost 50; for public non-land-grants, approximately 43. The median number for liberal arts colleges is about five.

TABLE 1

Sample Institutions by Type
(N = 517)

Type of Institution	N	Percent
Public Land Grant	74	14
Public Non-land Grant	198	38
Independent Liberal Arts	48	9
Church-related Liberal Arts	152	29
Private University	45	9
Predominantly Black	35	7

TABLE 2

Predominantly Black Institutions by Type
(N = 39)

Type of Institution	N	Percent
Public Land Grant	13	33
Public Non-land Grant	13	33
Independent Liberal Arts	4	10
Church-related Liberal Arts	7	18
Private University	2	5

TABLE 3

Patterns of SCDE Degrees Offered in Institutions by Type

	Degree Pattern				
Type of Institution	B.A. Only	B.A. + M.A.	B.A. + M.A. + C.A.S.	B.A. + M.A. + Ph.D.	B.A. + M.A. + C.A.S. + Ph.D.
	Percent				
Public Land Grant Number (N = 73)	8	23	4	21	44
Public Non-land Grant Number (N = 192)	8	32	34	9	17
Independent Liberal Arts Number (N = 48)	67	25	2	4	2
Church-related Liberal Arts Number (N = 150)	56	38	4	2	1
Private University Number (N = 44)	5	16	16	25	39
Predominantly Black Number (N = 36)	33	50	6	3	8

The type of institution is an important designation because of the different missions associated with type.

dergraduate and graduate students. This table permits an SCDE to identify the quartile of its own size within its institutional type. Thus, a land-grant SCDE with 1800 undergraduate students identifies itself as being within the highest quartile among other universities of its type.

As another example, a church-related liberal arts college with 175 undergraduates would identify itself in the third quartile among similar types of institutions. This quartile information is particularly useful in comparing information related by quartiles in other tables.

A new variable considered this year was the accreditation status of member SCDEs (Table 6). Nearly 73 percent of all responding institutions reported having one or more programs accredited by the National Council for Accreditation of Teacher Education (NCATE). The two types of public universities were more likely to have accredited programs than the other types of institutions.

Table 6 also shows that those SCDEs offering the full range of degrees were more likely to have accredited programs than were those SCDEs conferring fewer degree types.

Faculty Information

In the 1983 report, information was presented about the racial/ethnic and gender composition of SCDE faculties. Those data will be examined again over time and were not collected this year. However, data were collected on the number of faculty on hard-money contracts, the nature of their assignment to duties, their salaries, and the terminal degree held.

Table 7 indicates clearly that the public universities have the greatest faculty resources. The median number of full-time land-grant faculty members is almost 50; for public non-land-grants, approximately 43. The median number for liberal arts colleges is about five. These numbers correspond to the patterns of SCDE student enrollments (see Table 5).

The use of full-time temporary per-

TABLE 4

Size of Institutions Containing Responding SCDEs (N=517)

Type of Institution	25th Percentile	Median	75th Percentile
Public Land Grant	5,334	12,462	23,383
Public Non-land Grant	4,280	7,792	12,661
Independent Liberal Arts	988	1,443	2,057
Church-related Liberal Arts	843	1,388	2,161
Private University	4,011	6,583	12,027
Predominantly Black	1,460	2,332	4,000

TABLE 5

Quartile Pointe of SCDE Headcounts by Institutional Type

Type of Institution	Headcount Undergraduate	Graduate
Public Land Grant		
25th Percentile	458	225
50th Percentile	1,111	692
75th Percentile	1,606	1,200
Public Non-land Grant		
25th Percentile	405	211
50th Percentile	759	418
75th Percentile	1,420	990
Independent Liberal Arts		
25th Percentile	43	*
50th Percentile	87	*
75th Percentile	148	*
Church-related Liberal Arts		
25th Percentile	70	17
50th Percentile	135	71
75th Percentile	254	196
Private University		
25th Percentile	160	135
50th Percentile	242	481
75th Percentile	410	945
Predominantly Black		
25th Percentile	84	67
50th Percentile	267	210
75th Percentile	697	385

* Too few cases were reported to make analysis meaningful.

TABLE 6

Percentages of Institutions With One or More NCATE-accredited Programs by Type of Institution and Pattern of Degrees

Type of Institution	Percent
Public Land Grant	86
Public Non-land Grant	88
Independent Liberal Arts	49
Church-related Liberal Arts	52
Private University	66
Predominantly Black	64
	Degree Pattern
B.A. Only	59
B.A. + M.A.	66
B.A. + M.A. + C.A.S.	83
B.A. + M.A. + Ph.D.	76
B.A. + M.A. + C.A.S. + Ph.D.	95
All Institutions	73

TABLE 7

Median Number of Faculty on "Hard Money" Contracts in SCDEs by Type of Institution

Type of Institution	Full Time Regular Median	Full Time Temporary Median	Part Time Median
Public Land Grant	49.5	.8	2.1
Public Non-land Grant	43.3	.8	1.4
Independent Liberal Arts	4.4	.1	1.2
Church-related Liberal Arts	5.2	.3	1.3
Private University	19.8	.4	3.0
Predominantly Black	18.0	.3	1.4

sonnel and part-time personnel on SCDE faculties does not appear to be widespread.

The mean percentages of faculty time assigned to professional functions was analyzed according to the pattern of degree offerings, because it was thought that the level of the programs had a stronger relationship to faculty assignment than did institutional type. Table 8 shows, as would be expected, that in SCDEs offering doctoral programs, more faculty time is spent in research than in those SCDEs not offering that degree.

At *all* institutions, faculty are more heavily involved with teaching/supervising activities than with other kinds of assignments.

AACTE represents 720 SCDEs, which together prepare almost 90 percent of the nation's professional education personnel. The changes reported in their programs clearly point to nationwide trends in the teacher education profession generally.

Tables 9 and 10 report the salaries of SCDE faculty first by institutional type and by the pattern of degree offerings, respectively. Salaries were reported as mean salaries by rank. The pattern of salaries remains basically the same as in the preceeding year, with the land grant institutions having the highest limit to the fourth quartile professorial salaries ($36,245), and the independent liberal arts colleges having the lowest limit to the first quartile of instructor salaries ($13,800).

The salary quartile points (Table 9) increased in nearly every category over the preceding years, reflecting salary raises in institutions. One *caveat* should be noted in interpreting these trends, however: Median salaries seldom rise at the same rate as the incremental rate during a given year. This discrepancy can be attributed to the fact that faculty retirements depress the median salary, with the consequent replacement of personnel at salaries often below the median of those remaining on the faculty. Thus, theoretically an eight percent average salary increment is not reflected as an eight percent increase in the overall median salary. As an example, the median professorial salary in SCDEs of land grant institutions increased from $32,800 to $33,100 over the past year. That increase represents an increase of slightly less than one per-

The findings indicated change in expanding student teaching to multiple sites and in offering extended programs.

cent, certainly much smaller than the average increment in land grant institutions. The value of this table is that it allows comparisons between institutional size and median salaries, by quartiles.

As reported in 1983, salaries are significantly higher in those institutions providing the full range of degree offerings (Table 10). An exception to the pattern is at the instructor and assistant professor levels.

Table 11 compares the mean salaries by rank to the previous year; there is a 4.7 percent increase in mean salaries for all faculty.

For the first time, data were gathered concerning the terminal degrees held by SCDE faculty. Table 12 shows that 77 percent of all SCDE faculty members hold the doctoral degree. Almost 84 percent of those in the three professorial ranks hold the doctoral degree, with a larger percentage of Ph.D.s than Ed.D.s in the higher ranks.

Student Characteristics

Both ethnic and gender characteristics of SCDE student populations were examined; Tables 13-16 report the results across undergraduate and graduate student populations by institutional type. Approximately 200 SCDEs reported that they did not have available statistics in these classifications; therefore only percentage distributions are provided here for comparison purposes. These missing data render enrollment calculations meaningless.

Of immediate note in Table 13 is the surprisingly large number of students of an ethnic background other than white or black enrolled in private universities. The anomaly is attributed to two factors; private universities more often limit programs to the graduate level, thereby reducing the average size of undergraduate populations, and one institution with an undergraduate enrollment of more than 4,000 Hispanics

The type of institution is an important designation because of the different missions associated with type.

TABLE 8

Mean Percentages of Faculty Time Assigned to Various Professional Functions by the Pattern of Degrees Offered in the SCDE (N=496)

	Percentage by Degree Pattern				
Professional Function	B.A. Only	B.A. + M.A.	B.A. + M.A. + C.A.S.	B.A. + M.A. + Ph.D.	B.A. + M.A. + C.A.S. + Ph.D.
Teaching/Supervising	81	81	81	69	67
Service	4	5	6	9	9
Research	3	5	6	13	15
Administration	5	3	2	4	2
Committee Work	6	6	5	5	6

TABLE 9

Quartile Points of SCDE Faculty Salaries by Institutional Type and Faculty Rank

Type of Institution	Inst.	Asst. Prof.	Assoc. Prof.	Prof.
Public Land Grant				
25th Percentile	14,997	20,190	24,615	30,000
50th Percentile	17,500	21,601	26,503	33,062
75th Percentile	19,130	23,324	28,250	36,245
Public Non-land Grant				
25th Percentile	16,870	20,740	24,625	29,166
50th Percentile	18,100	21,947	26,192	31,900
75th Percentile	19,608	23,545	28,315	34,600
Independent Liberal Arts				
25th Percentile	13,800	17,680	20,600	23,047
50th Percentile	16,500	19,003	24,200	26,243
75th Percentile	18,050	21,020	28,710	33,375
Church-related Liberal Arts				
25th Percentile	14,580	16,890	19,260	22,700
50th Percentile	15,999	18,110	21,315	25,582
75th Percentile	17,440	20,608	24,000	28,535
Private University				
25th Percentile	14,850	19,320	22,890	27,150
50th Percentile	18,000	20,928	26,000	32,029
75th Percentile	19,552	22,890	28,800	37,500
Predominantly Black				
25th Percentile	14,350	18,310	20,327	23,210
50th Percentile	16,251	20,972	24,110	27,580
75th Percentile	18,462	22,490	26,980	29,985

TABLE 10

Median SCDE Salaries by Pattern of Degrees Offered and Faculty Rank

Degree Pattern	Inst.	Asst. Prof.	Assoc. Prof.	Prof.
B.A. Only	16,502	19,000	22,500	26,228
B.A. + M.A.	17,434	20,977	24,607	29,538
B.A. + M.A. + C.A.S.	18,100	21,750	25,818	31,090
B.A. + M.A. + Ph.D.	17,997	21,923	26,855	33,503
B.A. + M.A. + C.A.S. + Ph.D.	17,583	21,602	27,417	34,758

TABLE 11

Changes in Mean Salaries: Academic Years 1981-82 and 1982-83

Faculty Rank	1981-82	1982-83	Percent Change
Instructor	16,880	17,484	3.6
Assistant Professor	20,187	21,097	4.5
Associate Professor	24,107	25,219	4.6
Professor	29,184	30,545	4.7
Total	23,043	24,136	4.7

TABLE 12

Distribution of Doctoral Degrees of SCDE Faculty by Rank (N = 499)

Faculty Rank	Total in Rank	With Ed.D. Percent	With Ph.D. Percent
Instructor	1,581	2	3
Assistant Professor	4,796	25	40
Associate Professor	5,819	37	49
Professor	6,525	47	49
Total	18,721	34	43

TABLE 13

Ethnic Characteristics of Undergraduate Students in SCDEs by Institutional Type

Type of Institution	Percent White	Percent Black	Percent Other
Public Land Grant	75	11	14
Public Non-land Grant	84	10	6
Independent Liberal Arts	89	7	4
Church-related Liberal Arts	84	10	6
Private University	54	4	42
Predominantly Black	9	87	4

As reported in 1983, salaries are significantly higher in those institutions providing the full range of degree offerings.

combined to dramatically affect the percentage of "others" in the undergraduate populations of the private universities. With that single institution deleted from the calculations, the percentage of "others" in private universities would drop to 18 percent.

The ethnic characteristics of graduate populations are somewhat different from those of the undergraduate populations. The public universities have a lower percentage of black students in their graduate populations than in their undergraduate populations. The private institutions, on the other hand, have a larger percentage of black students in their graduate populations than in their undergraduate populations.

The gender characteristics of SCDE student populations are displayed in Tables 15 and 16.

At the undergraduate level, SCDEs in the land grant institutions have the highest percentage of males (42 percent), and the private universities have the lowest percentage of males (20 percent). At the graduate level, the land grant institutions again have the highest percentage of males (39 percent), and the independent liberal arts schools have the smallest (21 percent).

As would be expected, females outnumber the males, about 2 to 1 overall.

Use of Competency tests

To assess the use of competency tests, three elements were examined: The use of screening tests for admission, the use of standardized tests for graduation and/or certification, and the kinds of basic skills tests employed for any purpose.

Table 17 provides data on the use of admissions screening tests. Sixty-four percent of the SCDEs reported using some kind of test to screen candidates for admission to teacher education programs. Of those using screening tests,

The largest category of respondents continues to be the public non-land-grant institutions (38 percent); the predominantly black colleges comprise the smallest group.

The use of full-time temporary personnel and part-time personnel on SCDE faculties does not appear to be widespread.

44 percent used state-mandated and/or state-developed tests, and 86 percent used some test of basic skills. The institutions least likely to use a screening test were private universities (49 percent); this group was also the least likely to use a standardized test for either graduation or certification (Table 18).

Almost 40 percent of the public institutions reporting using standardized tests as graduation or certification criteria; the group of predominantly black institutions had the highest percentage (64 percent) on this variable.

Information was also obtained about the use of the National Teachers' Examination (NTE). Forty percent of the SCDEs reported that they used the NTE for some purpose; usage ranged from a high of 63 percent in the predominantly black institutions to a low of 32 percent in the private universities.

Of the 284 SCDEs reporting, almost 90 percent use some measure of writing ability (Table 19).

The mathematics test is the least likely to be used (69 percent), and 35 percent of this group of SCDEs included "other" kinds of basic skills tests in the admissions process.

Degrees Conferred

The absence of a 100 percent response rate lessens the usefulness of the next two tables. Lack of knowledge about the similarity of reporting and nonreporting SCDEs makes the projection from reported data to total degrees conferred very risky, indeed. The fact that approximately the same number of SCDEs provided data for the past two years may or may not justify the conclusion that the number of degrees conferred has declined. The total number of degrees reported as conferred by approximately 500 SCDEs declined from 140,810 (1981-82) to 129,708 (1982-83); this is a 7.9 percent decline (Table 20).

Sixty-four percent of the SCDEs reported using some kind of test to screen candidates for admission to teacher education programs.

TABLE 14

Ethnic Characteristics of Graduate Students in SCDEs by Institutional Type

Type of Institution	Percent White	Percent Black	Percent Other
Public Land Grant	82	8	10
Public Non-land Grant	86	9	5
Independent Liberal Arts	73	22	5
Church-related Liberal Arts	82	11	7
Private University	72	12	16
Predominantly Black	29	63	8

TABLE 15

Gender Characteristics of Undergraduate Students in SCDEs by Institutional Type (N = 412)

Type of Institution	Percent Male	Percent Female
Public Land Grant	42	58
Public Non-land Grant	35	65
Independent Liberal Arts	31	69
Church-related Liberal Arts	31	69
Private University	20	80
Predominantly Black	38	62

TABLE 16

Gender Characteristics of Graduate Students in SCDEs by Institutional Type (N = 273)

Type of Institution	Percent Male	Percent Female
Public Land Grant	39	61
Public Non-land Grant	33	67
Independent Liberal Arts	21	79
Church-related Liberal Arts	28	72
Private University	33	67
Predominantly Black	31	69

TABLE 17

Use of Screening Tests for Admission to Professional Education Programs by Institutional Type

Type of Institution	Using a Test N	Using a Test Percent	State-Mandated or Developed N	State-Mandated or Developed Percent	Basic Skills Included N	Basic Skills Included Percent
Public Land Grant	49	66	27	55	42	86
Public Non-land Grant	140	71	73	52	117	84
Independent Liberal Arts	31	65	12	39	23	74
Church-related Liberal Arts	85	57	30	35	74	87
Private University	22	49	5	23	13	59
Predominantly Black	29	74	15	52	25	86
Total		**64**		**44**		**86**

TABLE 18

Use of Standardized Tests for Graduation or Certification in SCDEs by Institutional Type

Type of Institution	N	Percent
Public Land Grant	27	38
Public Non-land Grant	73	37
Independent Liberal Arts	16	33
Church-related Liberal Arts	43	29
Private University	7	16
Predominantly Black	25	64

TABLE 19

Kinds of Basic Skills Tests Used by SCDEs For Screening Admissions Candidates

Type of Institution	Reading Percent	Mathematics Percent	Writing Percent	Other Percent
Public Land Grant (45)	73	80	89	51
Public Non-land Grant (121)	80	69	88	41
Independent Liberal Arts (25)	60	68	92	36
Church-related Liberal Arts (79)	68	65	92	21
Private University (14)	71	50	79	21
Predominantly Black (26)	89	69	89	35
Total (284)	**74**	**69**	**89**	**35**

Note: Number in parentheses = institutions reporting the use of a measure of basic skills.

Almost 84 percent of those in the three professorial ranks hold the doctoral degree, with a larger percentage of Ph.D.s than Ed.D.s in the higher ranks.

Declines in conferred degrees cannot be reported by specialty area because of variation in the number of SCDEs reporting each year within those areas.

The number of degrees awarded to persons in the specialty areas of secondary education is reported in Table 21.

Summer Sessions

Information concerning summer programs was collected for the first time with the 1983 instrument. Data were analyzed for both the summer pay schedules for faculty salaries and the changes in course offerings.

The majority of all institutional types paid faculty salaries for the summer session at a rate different from that paid during the academic year (Table 22). It may be presumed that the rate is lower rather than higher. The independent liberal arts colleges are most likely to pay at a different rate (93 percent).

Table 23 shows that the number of summer session offerings has remained constant over the 1980-83 period more often in the two types of liberal arts colleges.

The private universities had both the largest percent of SCDEs reporting an increase in offerings and the largest percent reporting a decrease. Overall, 50 percent reported that the number of summer session course offerings had decreased over the three-year period.

Status of Program changes

Perhaps the most interesting questions on the 1983 instrument were those related to the status of changes being made in the programs of the SCDEs. Table 24 reports these findings.

Over the past few years, some SCDEs have sought to broaden their programs to accommodate the needs of persons in education-related fields outside the mainstream of K-12 public education.

Thirty-two percent of the 499 SCDEs reported that their efforts in this area are already operational or in

the implementation stage; another 33 percent have this under study or consideration.

Considerable movement has been made in the direction of incorporating multiple sites into the student teaching experience. The press for this program change has come from the desire to have prospective teachers exposed to the full range of individual differences comprising school populations. Forty-one percent of the 499 SCDEs have such programs operational or in the implementation stage.

Demands for teacher competence assessment are widespread; information about the pervasiveness of assessment in teacher preparation programs is presented here for the first time. Seventy-two percent of the SCDEs reported having some form of continuous assessment already incorporated or being implemented into their programs.

Nearly 73 percent of all responding institutions reported having one or more programs accredited by the National Council for Accreditation of Teacher Education (NCATE).

The 1983 AACTE Annual Meeting and the subsequent report *Essential Knowledge for Beginning Teachers* highlighted the need for SCDEs to rely more heavily on the findings from recent research on teaching effectiveness. Sixty-five percent of the SCDEs reportedly have already modified their programs to be more reflective of research on teaching. Building partnerships with elementary and/or secondary schools toward the goal of improving the quality of teaching and teacher education is another important focus for change.

Seventy-five percent of the respondents reported that partnerships had been established or were in process.

Recent AACTE activity to study extended year programs prompted a question on the movement of SCDEs in the direction of increasing the length of the teacher preparation period. Nineteen percent reported having an extended program operational or in the implementation phase.

Fifty-four percent of the SCDEs reported having computer literacy programs underway, and 15 percent indicated pilot testing. SCDEs are obviously moving quickly to address this particular need in the programs to prepare the nation's teachers.

TABLE 20

Number of Degrees Conferred by Area of Specialization

Area Specialization	B.A.	M.A.	C.A.S.	Ph.D.	Total
Adult Education (57)	61	603	11	153	828
Curriculum and Instruction (104)	638	2,658	149	453	3,898
Early Childhood (214)	4,075	1,588	75	51	5,789
Educational Administration (231)	28	5,320	1,762	1,009	8,119
Educational Psychology (79)	148	828	130	367	1,473
Elementary Education (447)	23,404	5,997	217	87	29,705
Foundations (28)	14	213	22	109	358
Guidance and Counseling (249)	186	5,854	338	379	6,757
Higher Education (45)	1	435	52	309	797
Junior High-Middle School (40)	458	324	33	2	817
Measurement or Research (21)	0	132	28	62	222
Instructional Technology (54)	151	504	34	53	742
Library Science (60)	220	906	34	6	1,166
Reading (199)	301	2,469	96	119	2,985
Secondary Subjects	32,768	8,375	476	972	42,591
Special Education (256)	7,646	6,500	308	217	14,671
Supervision (53)	48	622	456	25	1,151
Vocational Education (51)	479	660	89	127	1,355
Other Specializations (117)	2,003	3,078	332	371	5,784
Total	**72,629**	**47,066**	**4,642**	**4,871**	**129,708**

Note: Number in parentheses = institutions conferring degrees; however, not all institutions conferred all four types of degrees.

TABLE 21

Number of Degrees Conferred by Subject Specialization in Secondary Education

Subject Specialization	B.A.	M.A.	C.A.S.	Ph.D.	Total
Agriculture (63)*	835	98	3	22	958
Art (291)	1,609	387	20	11	2,027
Business (266)	2,021	460	31	23	2,535
Driver Education (42)	274	14	2	0	290
English (397)	2,709	639	46	40	3,434
Foreign Languages (237)	816	215	9	18	1,058
Health Education (135)	1,066	250	22	553	1,891
Home Economics (185)	1,627	331	17	7	1,982
Industrial Arts (126)	1,753	470	8	19	2,250
Mathematics (343)	1,488	493	54	43	2,078
Music (338)	2,956	497	32	39	3,524
Physical Education (375)	7,501	1,483	102	77	9,163
Sciences (321)	1,793	447	29	42	2,311
Social Sciences (384)	3,265	423	36	32	3,756
Speech Correction (105)	1,188	791	9	6	1,994
All Other (140)	1,867	1,377	56	40	3,340
TOTALS	32,768	8,375	476	972	42,591

Note: The number in parentheses = institutions conferring degrees in the area; however, not all institutions conferred all four types of degrees.

TABLE 22

Summer Pay Schemes by Institutional Types

Type of Institution	Summer Pay at Different Pay Rate N	Percent
Public Land Grant (72)	60	83
Public Non-land Grant (187)	145	78
Independent Liberal Arts (42)	39	93
Church-related Liberal Arts (142)	125	88
Private University (41)	36	88
Predominantly Black (34)	28	82
Total (484)	**406**	**84**

TABLE 23

Changes in Summer Session Course Offerings During 1980-1983 by Type of Institution

Type of Institution	Institutions Increasing Offerings Percent	Institutions Decreasing Offerings Percent	Institutions With no Change Percent
Public Land Grant (72)	12	39	49
Public Non-land Grant (191)	17	42	41
Independent Liberal Arts (40)	13	23	65
Church-related Liberal Arts (141)	16	20	65
Private University (43)	26	47	28
Predominantly Black (34)	12	48	41
Total (487)	**16**	**50**	**34**

Note: Number in parentheses = total number responding to the question.

References

American Association of Colleges for Teacher Education. (1983). *Report to the Profession*. Washington, D.C.

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TABLE 24

Status of Changes in Teacher Education Programs (N = 499)

Type of Program Change	Operational/ implementation	Pilot testing	Under study/ consideration	Inactive/ rejected/ not under consideration
Preparing educators for roles in diversified (non-school) settings	32%	2%	33%	32%
Incorporate multiple sites into every candidate's student teaching experience	41%	4%	19%	36%
Establish continuous assessment of every teacher candidate's development	72%	4%	18%	8%
Redesign courses to more clearly reflect recent research on teaching	65%	2%	26%	7%
Build partnerships with elementary/secondary schools to improve quality of teaching and teacher education	75%	3%	16%	6%
Extend the initial program of teacher preparation beyond four years	19%	1%	38%	42%
Incorporate computer literacy	54%	15%	30%	2%

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